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*Report of*  
SPECIAL SUMMER SCHOOLS FOR  
NEGRO EXTENSION AGENTS

*Under the direction of*  
OFFICE OF COOPERATIVE EXTENSION WORK,  
UNITED STATES DEPARTMENT OF  
AGRICULTURE

*In cooperation with*  
FEDERAL AND STATE EXTENSION SERVICES  
OF THE SOUTHERN STATES

*Partially financed by*  
JULIUS ROSENWALD  
FUND



*Held at*  
ORANGEBURG, SOUTH CAROLINA  
NASHVILLE, TENNESSEE  
PRAIRIE VIEW, TEXAS

AUGUST  
1930



# REPORT OF SUMMER SCHOOLS FOR NEGRO EXTENSION AGENTS

August  
1930

The movement to establish special summer schools had its inception at a conference called by Mr. Alfred K. Stern, Director of the Julius Rosenwald Fund, which met at the Georgia State Industrial College, Savannah, Georgia, January 25-26, 1930. Those attending this conference were Dr. C. B. Smith, Chief of the Office of Cooperative Extension Work, U. S. Department of Agriculture; J. A. Evans, Associate Chief; Mrs. Ola Powell Malcolm, Field Agent for Home Economics Extension Work; T. M. Campbell and J. B. Pierce, Field Agents for Negro Extension Work; B. F. Hubert, President, Georgia State Industrial College; W. J. Hale, President, Tennessee A. and I. State College; R. S. Wilkinson, President, A. and M. College of South Carolina; Arthur Raper, Field Agent, Interracial Commission; George R. Arthur, Associate for Negro Welfare, Julius Rosenwald Fund; and Alfred K. Stern, Director of the Julius Rosenwald Fund. The purpose of this conference was to discuss the matter of scholarships for a selected group of Negro men and women interested in securing further training in the field of agricultural economics,

This report was prepared by Dr. E. H. Shinn, Extension Studies and Teaching, Extension Service, U. S. Department of Agriculture. Mr. J. A. Evans, Mrs. Ola Powell Malcolm, Mr. B. F. Hubert, of the Georgia State Industrial College, and Mr. Arthur Raper, Interracial Commission, offered helpful suggestions on the form of the report and its contents.



which the Rosenwald Fund had agreed to consider. At this meeting J. A. Evans, whose years of service in southern extension work had acquainted him with the needs of Negro extension agents, offered the suggestion that a few special summer schools be organized to give immediate help to Negro agents now in service. Following this suggestion a committee consisting of R. S. Wilkinson, B. F. Hubert, George R. Arthur, W. J. Hale, T. M. Campbell, and J. B. Pierce was appointed to consider the matter and make recommendations.

The following recommendations were offered:

RECOMMENDATION No. 1

The Committee recommends that the officers of the Federal Extension Service, U. S. Department of Agriculture, use their influence with state directors to authorize extension workers to attend the thirty-day course with pay.

RECOMMENDATION No. 2

That this conference seek to arrange with some fund or foundation the underwriting of the course of instructors and the maintenance of the extension workers in attendance at the summer schools.

RECOMMENDATION No. 3

That the teaching staff be chosen through the co-operative effort of this conference group and the state directors.

RECOMMENDATION No. 4

It is recommended that these summer schools shall begin July 14 and close August 15.

These recommendations were then presented to the conference group, and Mr. Alfred K. Stern agreed to take them up with the Board of Trustees of the Julius Rosenwald Fund and to ask for funds to finance the schools.

After a careful consideration of the proposal the Board appropriated \$20,000 for the purpose of financing three schools. These funds were to be used to pay the expenses of the teaching personnel and the necessary equipment that would be needed for teaching purposes. The plan for these schools was later presented before the southern directors of extension work at the annual meeting of the Southern Agricultural Workers at Jackson, Mississippi, February, 1930. The proposed plan met with the hearty approval of the extension directors, who also promised their fullest cooperation. It was decided that the schools should be held at the Negro agricultural colleges at Orangeburg, South Carolina; Nashville, Tennessee; and Prairie View, Texas. The time selected for holding the schools was August 4 to 30.

#### COOPERATIVE AGENCIES

The plan of organizing and conducting these schools was a cooperative arrangement consisting of the federal and state extension services, the white and Negro land grant colleges of the South, the Julius Rosenwald Fund, the Interracial Commission, and others. The funds furnished by the Rosenwald Fund were more than offset by the federal, state, and local funds used to pay the salaries of agents and supervisors while attending these schools and the salaries and the expenses of travel of a number of federal and state extension specialists who contributed to the success of these schools. The Federal Department of Agriculture gave its full cooperation in supplying special lecturers in agricultural economics and in dairying. The Federal Farm Board furnished one of its specialists as a lecturer in cooperative marketing. In this movement the federal and state extension services gave their fullest cooperation. The federal extension service furnished the time and travel expenses of two persons

for a period of from two to three months and in addition furnished several of its specialists who visited these schools and gave lectures. The state directors of the extension services in each of the southern states allowed the Negro agents their salaries from state funds and recommended to the county boards that the salaries of the agents be continuous during the four weeks they were attending these schools. This request was granted. In addition some of the states allowed the agents their expenses while attending school. The federal funds for Negro extension work were also allowed to continue on the agents' salaries, all of which made it possible for the salaries of the agents to be in full force during their absence from their counties. The spirit of cooperation manifested by all concerned showed that the agencies responsible for extension work were not only willing to cooperate but to make sacrifices in order to help these schools accomplish their aim. Several of the presidents of Negro land grant colleges, some of the state directors of extension work, and others interested in the improvement of Negro life visited the extension schools and gave inspirational talks and words of praise for the spirit which both colored and white teachers and the agents themselves were manifesting in this important work.

#### NEED FOR THESE SCHOOLS

Extension work with Negroes was started in the southern states about 1906, soon after the Farmers' Co-operative Demonstration Work was started in the South under the direction of Dr. Seaman A. Knapp in connection with the eradication of the boll weevil. T. M. Campbell of Tuskegee Institute, Alabama, and J. B. Pierce of Hampton Institute, Virginia, were the first two Negro agents. For a number of years they have been



field agents of the federal extension service engaged in Negro extension work in the southern states. These two men were prominently identified with the summer schools for Negro agents.

Prior to the appointment of these special Negro agents, many Negro farmers were enrolled as demonstrators with white farmers. Negro extension work has been from the beginning conducted in close cooperation with the extension program with white people. They advise with and give assistance to Negro farmers and farm home makers along the line of improved methods in farming and home making, and in helping in the solution of problems of immediate concern to Negro people. From its inception Negro extension work has made progress. Negroes are teachable and most appreciative of an opportunity to improve their conditions. It has been said that Negro farmers are often more successful than white farmers in their demonstrations because they follow the instruction of their leaders more cautiously and sincerely.

Along with the growth in extension work with white farmers there has been a gradual increase in the number of Negro agents. It is obvious that the general efficiency of the Negro extension work has been raised. This is true regardless of the fact that Negro agents have had comparatively limited opportunity to equip themselves properly in technical subject matter or professional courses for extension work. Extension work is essentially a teaching job and although unlike organized instruction in regular schools where students are required to sit and hear the instructor, the extension teacher must know not only his subject matter and how to make the application, but he must be able to present his teaching in a manner that is interesting and acceptable. Extension

workers must know how to analyze problems and how to apply the facts in their solution.

By 1908 the number of Negro agents had increased to seven, and by 1914, when the Smith-Lever Law was passed providing for federal aid to the states to carry on extension work, the number had increased to 100 men and women. At the present time there are about 330 Negro extension agents in the southern states.

As concrete evidence of the need for these special training schools for Negro agents, a survey of some recent facts concerning the present status of the training Negro agents have had will be illuminating and of interest. A survey made by T. M. Campbell, field agent for Negro extension work in Alabama, Florida, Mississippi, Oklahoma, Texas, and West Virginia, regarding the training the agents have had in these states shows that four agents had had only grammar school training; 27 had had high school training; 46 had had college training; 110 were graduates of colleges; and seven had taken further training. Similar data compiled by J. B. Pierce, field agent for extension work in Arkansas, Kentucky, Maryland, North Carolina, South Carolina, Tennessee, and Virginia show that 15 of the agents were graduates of grammar schools of whom 12 had taken further training; 61 were graduates of high schools of whom 36 had taken further training; and 20 were graduates of colleges of whom five had taken further training. It is important to bear in mind also that the standards of these colleges, with the exceptions of Hampton and Tuskegee, at the time the great majority of the agents were in school, were comparatively low, and the teaching personnel and laboratory equipment essential for teaching agriculture and home economics were not adequate for effective work. Hence it could not be

expected that the Negro agents could be properly trained under these conditions. The foregoing facts indicate clearly the need for supplementary training for those responsible for carrying on extension work.

Cooperative extension work has been an effective means of reaching large numbers of Negro farmers. Many of the accomplishments are outstanding in stimulating and starting Negro farmers on the road to successful farming. Likewise the extension work in home economics carried on principally through the demonstration methods has had far-reaching influence in the improvement of home practices and in raising the standard of living in many thousands of Negro rural homes. Negro farmers are responsive to the demonstration method of instruction. One distinct advantage of extension work is that it reaches rural people who are not fortunate enough to attend high school or college. It is evident therefore that this plan of giving special courses that are simple, definite, and practical to a group of workers who are among the most potential leaders in Negro rural life, is one of the most effective ways of raising the standard of living among Negro farmers. The movement cannot help but result in making Negroes more prosperous, happy, and useful citizens.

The work of organizing these schools was under the general direction of J. A. Evans, Associate Chief of the Office of Cooperative Extension Work. E. H. Shinn of the Office of Cooperative Extension Work was made active director of the schools. Mrs. Ola Powell Malcolm, field agent in home economics for the southern states, assisted in organizing the schools, having direct charge of selecting teachers and supervising the home economics courses. It has been the responsibility of these two workers to develop the curricula and to select the teaching



personnel for these schools. There were a total of about 50 teachers and specialists connected with the schools.

#### TEACHING PERSONNEL

The teaching staff selected for each of the extension schools comprised men and women of recognized teaching ability of both races. A careful survey was made by Dr. E. H. Shinn and Mrs. Ola Powell Malcolm of the Washington extension office to determine available teachers and extension workers in the southern states who were best fitted for this work. In this endeavor they had the fullest cooperation and support of both white and Negro land grant college presidents and the state extension services. In selecting the teachers the object in mind was to procure the best teacher available for the job. Where competent colored teachers were available they were given the preference. In an adventure of this sort, where emphasis must be placed upon the practical, it was not an easy task to choose competent teachers who were well trained in technical subject matter, knew southern conditions, and had an appreciative point of view of Negro needs in the South.

It is gratifying to report that the teaching staff as a whole was indeed very satisfactory. The faculties for these schools were composed of some of the best teachers, both colored and white, and extension specialists available from any source. The spirit in which the teachers entered upon their duties was most commendable. It was demonstrated that white teachers can work with colored students and get remarkable results. The white instructors were especially enthusiastic in their praise of the whole-hearted manner in which the agents entered upon their work. The Negro agents expressed their appreciation of the way the white and colored teachers interested themselves in their welfare. Not-



withstanding the fact that the agents had a rather heavy schedule, they were contented, enthusiastic, and eager to learn from the opening until the closing day.

THE FOLLOWING COMPRISE THE LIST OF TEACHERS FOR EACH OF THE THREE SCHOOLS:

### INSTRUCTORS AT ORANGEBURG

SUBJECT	NAME OF INSTRUCTOR	ADDRESS OF INSTRUCTOR	TEACHING PERIOD
Director . . . . .	B. F. Hubert . . . . .	President, Georgia State College, Savannah, Georgia . . . . .	August 18-30
Assistant Director . . . . .	F. M. Staley . . . . .	Dean, Bennett College, Greensboro, N. C. . . . .	August 4-30
Dairying . . . . .	W. L. Kennedy . . . . .	Instructor, West Virginia State College, Institute, W. Va. . . . .	August 4-16
Dairying . . . . .	Elizabeth Forney . . . . .	District Agent, Extension Dept., Auburn, Ala. . . . .	August 4-16
Agricultural Engineering & Farm Machinery . . . . .	D. W. Teare . . . . .	Associate Professor Agricultural Engineering Clemson College, S. C. . . . .	August 4-16
Swine . . . . .	A. G. Richardson . . . . .	Prof. of Veterinary Medicine, College of Agriculture, Athens, Ga. . . . .	August 4-16
Agricultural Economics . . . . .	W. C. Jensen . . . . .	Prof. of Agricultural Economics, Clemson College, S. C. . . . .	August 4-30
News Writing & Reports Supervisors' Course . . . . .	G. S. Schuyler . . . . .	321 Edgecombe Avenue, New York City . . . . .	August 4-16
Poultry . . . . .	J. B. Pierce . . . . .	Field Agent, Extension Service, Hampton Institute, Virginia . . . . .	August 4-16
Gardening & Fruits . . . . .	F. A. Gammack . . . . .	Instructor in Poultry, Hampton Institute, Va. . . . .	August 18-30
Extension Methods . . . . .	J. M. Coruthers . . . . .	Instructor, Arkansas State College, Pine Bluff, Arkansas . . . . .	August 18-30
Extension Methods . . . . .	D. W. Watkins . . . . .	Assistant Director, Extension Service, Clemson College, S. C. . . . .	August 18-30
Extension Methods . . . . .	Sallie Hill . . . . .	District Home Demonstration Agent, College Station, Texas . . . . .	August 18-23
Cotton, Soils, Fertilizers & Crops . . . . .	M. F. Spaulding . . . . .	Dean, School of Agriculture, A. & T. College Greensboro, N. C. . . . .	August 18-30

SUBJECT	NAME OF INSTRUCTOR	ADDRESS OF INSTRUCTOR	TEACHING PERIOD
Home Improvement & Rural Sanitation.....	Luella Hanna.....	State Agent, Extension Service, Tuskegee, Ala.	August 18-30
Home Improvement & Rural Sanitation.....	W. W. Wilkins.....	Instructor in Woodworking, State College, Orangeburg, S. C.....	August 18-30
Home Improvement & Rural Sanitation.....	Virginia Moore.....	Extension Department, Florida State College, Tallahassee, Fla.....	August 25-30
Beautifying Home & Grounds.....	D. A. Williston.....	Landscape Architect, 1122 Fairmont Street, Washington, D. C.....	August 18-30
Beautifying Home & Grounds.....	H. W. Harvey.....	Extension Horticulturist, Georgia College of Agriculture, Athens, Ga.....	August 18-20
Foods.....	Maude Guthrie.....	Extension Nutritionist, Univ. of Tennessee, Knoxville, Tenn.....	August 4-16
Foods.....	Isabelle Thursby.....	Home Demonstration Agent, Tallahassee, Fla.	August 4-16
Foods.....	Nettie L. Kenner.....	District Home Demonstration Agent, State College, Orangeburg, S. C.....	August 4-30
Marketing.....	Mayme Lee Hayden.	Extension Specialist in Home Industry, Col- lege Station, Texas.....	August 4-16

SUBJECT	NAME OF INSTRUCTOR	ADDRESS OF INSTRUCTOR	TEACHING PERIOD
Rural Organization & Problems.....	Mary Mims.....	Rural Sociologist, Louisiana State University, Baton Rouge, La.....	August 18-23
Rural Organization & Problems.....	B. L. Hummel.....	Virginia Polytechnic Institute, Blacksburg, Virginia.....	August 25-30
Rural Organization & Problems.....	W. M. Buchanan....	Dean, School of Agriculture, State College, Orangeburg, S. C.....	August 18-30
Poultry.....	L. E. Raper.....	Cary, North Carolina.....	August 18-20
News Writing & Reports	A. B. Bryan.....	Clemson College, South Carolina.....	August 11-13

INSTRUCTORS AT NASHVILLE

SUBJECT	NAME OF INSTRUCTOR	ADDRESS OF INSTRUCTOR	TEACHING PERIOD
Director.....	B. F. Hubert.....	Ga. State Industrial College, Savannah, Ga.	August 4-16
Assistant Director.....	W. W. Lawson.....	A. & I. College, Nashville, Tenn.....	August 4-30
Agricultural Economics.	B. M. Gile.....	Univ. of Arkansas, Fayetteville, Ark.....	August 4-30
Cotton.....	T. N. Roberts.....	Georgia State Industrial College, Industrial College, Ga.....	August 4-16
Extension Methods.....	E. E. Scholl.....	Acting Director, Exp. Sta., Stillwater, Okla.	August 4-16



SUBJECT	NAME OF INSTRUCTOR	ADDRESS OF INSTRUCTOR	TEACHING PERIOD
Extension Methods.....	Sallie Hill.....	Texas A. & M. College, College Station, Tex.	August 4-16
Gardening & Fruits.....	D. C. Mooring.....	Exp. Station, Stillwater, Okla.....	August 4-16
Home Improvement & Rural Sanitation.....	Virginia Moore.....	Extension Service, Florida Agr'l Extension Service, Tallahassee, Fla.....	August 4-16
Landscaping.....	D. A. Williston.....	A. & I. State College, Nashville, Tenn.....	August 4-16
Millinery.....	Mrs. P. D. Register..	408 West 7th St., Columbia, Tenn.....	August 4-16
Poultry.....	James L. Sanford....	Fla. A. & M. College, Tallahassee, Fla.....	August 4-16
Rural Social Organization	B. L. Hummel.....	Va. Polytechnic Institute, Blacksburg, Va....	August 4- 9
Rural Social Organization	A. D. Rapking.....	Jackson's Mill, Weston, W. Va.....	August 4- 9
Soils & Fertilizers.....	J. L. Lockett.....	Va. State College for Negroes, Petersburg, Va.	August 18-30
Dairying.....	B. F. Goodale.....	Clemson College, Clemson, S. C.....	August 18-30
Agricultural Engineering	D. W. Teare.....	Farm Machinery, Clemson Agr'l College, Clemson College, S. C.....	August 18-30
Food Preparation.....	Maud Guthrie.....	Univ. of Tenn. Ext. Service, Knoxville, Tenn.	August 18-30
Food Conservation.....	Isabelle Thursby....	Pageantry, Florida Agr'l Extension Service, Tallahassee, Fla.....	August 18-30
Marketing.....	Mayme Lee Hayden.	Texas A. & M. College, College Station, Tex.	August 18-30
News writing.....	Curtis Vinson.....	Texas A. & M. College, College Station, Tex.	August 18-30
Supervision.....	T. M. Campbell.....	Tuskegee Institute, Alabama.....	August 18-23
Supervision.....	J. B. Pierce.....	Hampton A. & I. Institute, Hampton, Va..	August 23-30
Swine.....	E. B. Evans.....	Prairie View N. & I. College, Prairie View, Texas.....	August 18-30
Physical Education.....	Clarissa Lapsley....	A. & I. State College, Nashville, Tenn.....	August 18-30

# INSTRUCTORS AT PRAIRIE VIEW

SUBJECT	NAME OF INSTRUCTOR	ADDRESS OF INSTRUCTOR	TEACHING PERIOD
Director.....	L. A. Potts.....	Prairie View, Texas.....	August 4-16
Dairying.....	A. L. Darnell.....	College Station, Texas.....	August 4-16
Agricultural Engineering & Farm Machinery...	F. R. Jones.....	College Station, Texas.....	August 4-16
Swine.....	E. B. Evans.....	Prairie View, Texas.....	August 4-16
Agricultural Economics:	W. E. Paulson.....	College Station, Texas.....	August 4-16
News Writing.....	Curtis Vinson.....	College Station, Texas.....	August 4-16
Supervisors' Course.....	T. M. Campbell.....	Tuskegee Institute, Alabama.....	August 4-16
Foods.....	Erna Proctor.....	Athens, Georgia.....	August 4-16
Marketing.....	Jane Ketchen.....	Rock Hill, S. C.....	August 4-16
Agricultural Economics:	C. A. Bonnen.....	College Station, Texas.....	August 18-30
Poultry.....	J. C. McAdams.....	Prairie View, Texas.....	August 18-30
Gardening & Fruits.....	G. W. Adriance.....	College Station, Texas.....	August 18-30
Extension Methods.....	C. H. Waller.....	Prairie View, Texas.....	August 18-30
Extension Methods.....	Sallie Hill.....	College Station, Texas.....	August 23-30
Cotton.....	T. N. Roberts.....	Savannah, Georgia.....	August 18-30
Home Improvement & Rural Sanitation.....	Mrs. M. E. V. Hunter	Prairie View, Texas.....	August 18-30
Beautifying Home & Grounds.....	F. W. Westcourt....	Denton, Texas.....	August 18-30
Rural Social Organiza- tion & Problems.....	L. A. Potts.....	Prairie View, Texas.....	August 18-30
Home Improvement & Rural Sanitation.....	Church Banks.....	Prairie View, Texas.....	August 18-30

## COURSES OFFERED

Short unit courses varying in length from two to four weeks were offered. The plan was to hold courses of two to four weeks in the following subjects: dairying; poultry; swine; cotton; soils, fertilizers, and crops; home gardening and fruits; agricultural engineering; farm machinery; home and community beautification; rural sanitation and improvement; foods—canning, dieting, selection, and the like; news writing and reports; extension methods, including organization and demonstrations; agricultural economics, emphasizing farm management, cooperative marketing, and farm finance; and a special course for supervisors. The courses offered at the three institutions were uniform. Variation in the teaching content was made to meet conditions peculiar to the section in which each school was located. The aim was to make these courses simple, definite, and applicable so far as possible to the problems with which Negro extension agents have to deal in their work.

In view of the large number of subjects in which it was thought that the Negro agents as a group would need further training, it was evident that short unit courses of two weeks' duration would be the most feasible. An exception was made in the course in agricultural economics which was offered during the entire four weeks of the school. The majority of these courses were arranged on the basis of a double period of two hours each so that ample time would be allowed for laboratory and other exercises necessary to make the instruction practical. In order to make the instruction functional, each instructor was required to submit a detailed outline of a few topics which in his judgment were fundamental to the needs of these agents. For example, in a short unit course in poultry or dairying



or home improvement, the teacher was expected to consider a few of the significant things which the agents should know in order to deal with important problems which Negro farmers have to meet in these farm or home enterprises. One significant thing about these courses is the fact that the class periods were not taken up by a mere theoretical discussion of the problems. The agents were required to do a great deal of practical work in the laboratory or on the farm. A few of these outlines are included to show the practical nature of the instruction offered.

#### SCHEDULES

The schedules followed at each of the three extension schools were practically identical. The same subjects were used at each place. A few minor changes in content of program seemed advisable due to local conditions, but in the main the schedules were followed as indicated on the following page:



SCHEDULE A  
(TWO WEEKS' COURSE)

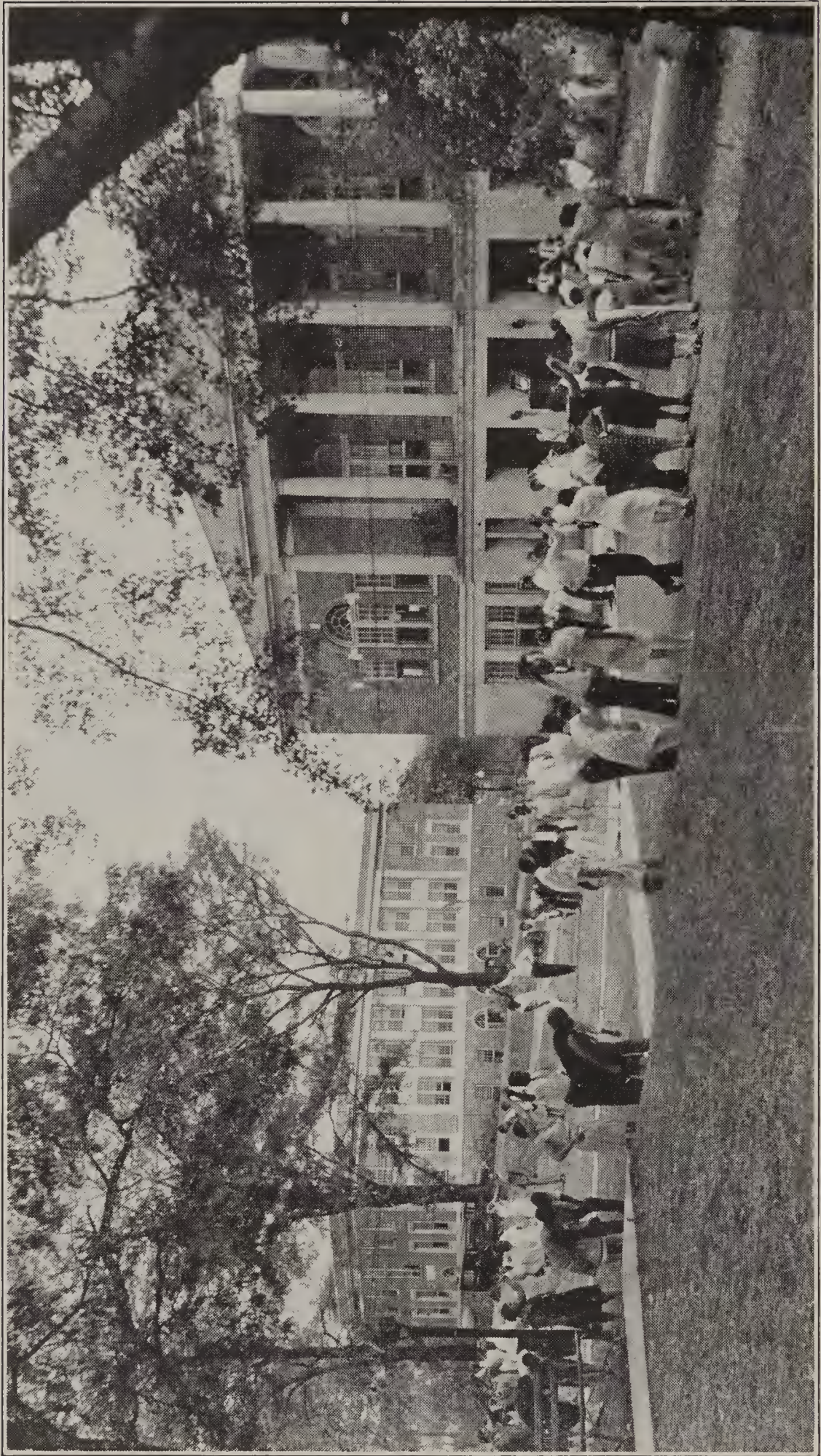
HOURS	7:15 TO 8:15	8:20 TO 9:20	9:25 TO 10:25	10:30 TO 11:30	11:35 TO 12:30	12:30 TO 1:30	1:30 TO 2:30	2:35 TO 3:35	3:40 TO 4:40
PERIODS	1	2	3	4	5	6	7	8	9
Mon.	(Double period) Home Dairying, Agri. Engineering, Terracing and Drainage, Foods	Agricultural Economics, News Writing and Reports	Agricultural Economics, News Writing and Reports	Supervisory Agents' Course, Marketing	Chapel	Lunch	Agricultural Economics, News Writing and Reports	(Double period) Home Dairying, Agri. Engineering, Terracing and Drainage, Foods	
Tues.	(Double period) Swine, Farm Machinery	Agricultural Economics, News Writing and Reports	Agricultural Economics, News Writing and Reports	Supervisory Agents' Course	Marketing	Lunch	Agricultural Economics, News Writing and Reports	(Double period) Swine, Farm Machinery	
Wed.	(Double period) Home Dairying, Agri. Engineering, Terracing and Drainage, Foods	Agricultural Economics, News Writing and Reports	Agricultural Economics, News Writing and Reports	Supervisory Agents' Course, Marketing	Chapel	Lunch	Agricultural Economics, News Writing and Reports	(Double period) Home Dairying, Agri. Engineering, Terracing and Drainage, Foods	

SCHEDULE A—Continued

Thurs.	(Double period) Swine, Farm Machinery	Agricultural Economics, News Writing and Reports	Supervisory Agents' Course	Marketing	Lunch	Agricultural Economics, News Writing and Reports	(Double period) Swine, Farm Machinery
Fri.	(Double period) Home Dairying, Agri. Engineering, Terracing and Drainage, Foods	Agricultural Economics, News Writing and Reports	Supervisory Agents' Course, Marketing	Chapel	Lunch	Agricultural Economics, News Writing and Reports	(Double period) Home Dairying, Agri. Engineering, Terracing and Drainage, Foods
Sat.	(Double period) Swine, Farm Machinery	Agricultural Economics, News Writing and Reports	Supervisory Agents' Course	Marketing	Lunch	Agricultural Economics, News Writing and Reports	(Double period) Swine, Farm Machinery

The crowded schedules in the regular courses did not prevent the desire on the part of the agents for recreation and play. So when the agents had time from their other duties some time was allowed for recreation. Through the generosity of the American Playground Association the services of Mr. W. P. Jackson were obtained for the school at Nashville, who instructed the agents in various forms of games and plays. A similar course was offered at Prairie View, Texas, for a period of two weeks. Owing to the lack of an available teacher no regular course in recreation was offered at Orangeburg, S. C.





DEMONSTRATION IN ORGANIZED PLAY UNDER THE SUPERVISION OF W. P. JACKSON,  
AMERICAN PLAYGROUND ASSOCIATION





CLASS IN LANDSCAPE ARCHITECTURE OBSERVING A DEMONSTRATION IN CONSERVATION OF TREES



SCHEDULE B  
(TWO WEEKS' COURSE)

HOURS	7:15 TO 8:15	8:20 TO 9:20	9:25 TO 10:25	10:30 TO 11:30	11:35 TO 12:30	12:30 TO 1:30	1:30 TO 2:30	2:35 TO 3:35	3:40 TO 4:40	4:45 TO 5:45
PERIODS	1	2	3	4	5	6	7	8	9	10
Mon.	(Double period) Home Poultry. Soils, Fertilizers, and Crops. Home Improvement and Rural Sanitation.	(Double period) Home Poultry. Soils, Fertilizers and Crops. Home Improvement and Rural Sanitation.	Agricultural Economics. Extension Methods.	Rural Social Organiza- tion and Problems.	Chapel	Lunch	Agricultural Economics. Extension Methods.	(Double period) Home Poultry. Soils, Fertilizers and Crops. Home Improvement and Rural Sanitation.	(Double period) Home Poultry. Soils, Fertilizers and Crops. Home Improvement and Rural Sanitation.	Cot- ton
Tues.	(Double period) Home Gardening and Fruits. Beauti- fying Home and Community Grounds.	(Double period) Home Gardening and Fruits. Beauti- fying Home and Community Grounds.	Agricultural Economics. Extension Methods.	Cotton, Millinery	Rural Social Organiza- tion and Problems.	Lunch	Agricultural Economics. Extension Methods.	(Double period) Home Gardening and Fruits. Beauti- fying Home and Community Grounds.	(Double period) Home Gardening and Fruits. Beauti- fying Home and Community Grounds.	Rec- rea- tion
Wed.	(Double period) Home Poultry. Soils, Fertilizers, and Crops. Home Improvement and Rural Sanitation.	(Double period) Home Poultry. Soils, Fertilizers, and Crops. Home Improvement and Rural Sanitation.	Agricultural Economics. Extension Methods.	Rural Social Organiza- tion and Problems.	Chapel	Lunch	Agricultural Economics. Extension Methods.	(Double period) Home Poultry. Soils, Fertilizers and Crops. Home Improvement and Rural Sanitation.	(Double period) Home Poultry. Soils, Fertilizers and Crops. Home Improvement and Rural Sanitation.	Cot- ton

SCHEDULE B—Continued

Thur.	(Double period) Home Gardening and Fruits. Beauti- fying Home and Community Grounds.	Agricultural Economics. Extension Methods.	Cotton, Millinery	Rural Social Organiza- tion and Problems.	Lunch	Agricultural Economics. Extension Methods.	(Double period) Home Gardening and Fruits. Beauti- fying Home and Community Grounds.	Rec- rea- tion
Fri.	(Double period) Home Poultry. Soils, Fertilizers and Crops. Home Improvement and Rural Sanitation.	Agricultural Economics. Extension Methods.	Rural Social Organiza- tion and Problems.	Chapel	Lunch	Agricultural Economics. Extension Methods.	(Double period) Home Poultry. Soils, Fertilizers and Crops. Home Improvement and Rural Sanitation.	Cot- ton
Sat.	(Double period) Home Gardening and Fruits. Beauti- fying Home and Community Grounds.	Agricultural Economics. Extension Methods.	Cotton, Millinery	Rural Social Organiza- tion and Problems.	Lunch	Agricultural Economics. Extension Methods.	(Double period) Home Gardening and Fruits. Beauti- fying Home and Community Grounds.	Rec- rea- tion





CLASS IN HOME GARDENING CONSTRUCTING A COLD FRAME UNDER THE SUPERVISION OF THE INSTRUCTOR



## LIST OF AGENTS

The total number of Negro extension agents and supervisors in the southern states is about 330. About 300 of this number were enrolled in these extension schools. One of the largest states in number of Negro extension agents failed to send most of its agents, due to some changes in the state office of extension. The large percentage of agents enrolled shows not only the cooperative spirit manifested by the state extension services but by the agents themselves in their desire to take advantage of an unusual opportunity for professional improvement. The agents attending these schools came from the following states: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, Oklahoma, North Carolina, South Carolina, Tennessee, Texas, and Virginia. The names and addresses of the agents are as follows:

### LIST OF AGENTS ATTENDING ORANGEBURG SCHOOL

Julia A. Miller, Florida State College, Tallahassee, Florida.  
A. A. Turner, Florida State College, Tallahassee, Florida.  
E. S. Belvin, Lake City, Florida.  
A. W. Bowles, Gainesville, Florida.  
E. J. Bragg, Box 271, Madison, Florida.  
J. E. Cranberry, Mariana, Florida.  
M. E. Grover, R. 1, Monticello, Florida.  
W. B. Young, Ocala, Florida.  
Alethea Ayer, Madison, Florida.  
P. D. Bouie, Webster, Florida.  
Mary A. Caldwell, 160 Central Avenue, St. Augustine, Florida.  
Idella R. Kelly, Reddick, Florida.  
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M. E. Wright, 744 Avondale St., Orlando, Florida.  
Richard Frazier, Bethune-Cookman College, Daytona Beach, Florida.

P. H. Stone, Industrial College, Georgia.  
 Camilla Weems, Industrial College, Georgia.  
 B. S. Adams, Industrial College, Georgia.  
 C. O. Brown, Milledgeville, Georgia.  
 T. W. Brown, Sanderville, Georgia.  
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 Alexander Hurse, Box 145 Waycross, Georgia.  
 Wm. R. King, N & A College, Waycross, Georgia.  
 E. B. Lampkin, Dublin, Georgia.  
 Vinson A. Edwards, Morehouse College, Atlanta, Georgia.  
 J. B. Stevens, Savannah, Georgia.  
 S. H. Lee, Box 560, Macon, Georgia.  
 O. S. O'Neal, Fort Valley, Georgia.  
 J. P. Powell, Box 477, Cuthbert, Georgia.  
 Jas. G. Ralston, Dorchester Academy, McIntosh, Georgia.  
 M. J. Robinson, Sparta, Georgia.  
 Minnie L. Bowick, 261 Ashby St., Atlanta, Georgia.  
 Carrie B. Brown, 521 Fair St., Sandersville, Georgia.  
 Folio Butler, Americus Institute, Americus, Georgia.  
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 Matilda A. Harris, St. Mary's, Georgia.  
 Mary H. Jones, Industrial College, Georgia.  
 Janie Jordan, Box 145, Waycross, Georgia.  
 Hortense Kyles, Industrial College, Georgia.  
 Effie M. Lampkin, Dublin, Georgia.  
 Lovie Lyles, Cedartown, Georgia.  
 Gertrude Livingston, Industrial College, Georgia.  
 Cora Mungy, Darien, Georgia.  
 Melvina Pughsley, Swainsboro, Georgia.  
 Minnie L. Ralston, Dorchester Academy, McIntosh, Georgia.  
 Seabie Russell, Covington, Georgia.  
 Margaret Scott, 205 Monroe St., Cairo, Georgia.  
 Tammy Thomas, 20 King St., Carrollton, Georgia.  
 Margaret Toomer, Fort Valley, Georgia.  
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 Mamie Wesley, 821 Third Avenue, Macon, Georgia.  
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 L. H. Martin, Princess Anne, Maryland.  
 Justine Clark, Princess Anne Junior College, Princess Anne,  
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 J. W. Jeffries, Mebane, North Carolina.  
 R. J. Johnson, Snow Hill, North Carolina.  
 E. C. Lackey, Statesville, North Carolina.  
 McKay McNeill, Smithfield, North Carolina.  
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 Sarah L. J. Williams, Whiteville, North Carolina.  
 Carrie S. Wilson, Graham, North Carolina.  
  
 Nettie L. Kenner, State College, Orangeburg, South Carolina.  
 Harry E. Daniels, State College, Orangeburg, South Carolina.  
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 G. W. Daniels, 135 Treadwell St., Orangeburg, South Carolina.  
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 S. G. Disher, Darlington, South Carolina.  
 Joseph A. Gresham, Denmark, South Carolina.  
 J. C. Maloney, Box 849, Sumter, South Carolina.  
 B. T. Miller, Box 1503, Greenville, South Carolina.  
 Wm. M. Thompson, Box 445, Manning, South Carolina.  
 L. V. Walker, Box 283, Florence, South Carolina.  
 E. N. Williams, Union, South Carolina.  
 Marie Burch, State College, Orangeburg, South Carolina.  
 Albertha Deveaux, Charleston, South Carolina.  
 Rosa Gibbs, Georgetown, South Carolina.  
 Mabel Price, Frogmore, South Carolina.  
 Frances P. Thomas, Columbia, South Carolina.



Virginia Whittington, Spartanburg, South Carolina.  
 Delphena Wilkerson, Greenville, South Carolina.  
 Ophelia Williams, Sumter, South Carolina.  
 John P. Burgess, State College, Orangeburg, South Carolina.  
 Davenport, R. 4, Newberry, South Carolina.  
 J. A. Dorman, R. 1, Goff Avenue, Orangeburg, South Carolina.  
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 L. A. Jenkins, Virginia State College, Petersburg, Virginia.  
 T. B. Patterson, Virginia State College, Ettrick, Virginia.  
 F. A. Bowman, R. 3, Box 27, Smithfield, Virginia.  
 P. W. Callahan, Concord Depot, Virginia.  
 W. H. George, R. 1, Ellerson, Virginia.  
 C. G. Greer, Charlottesville, Virginia.  
 H. C. Green, Lawrenceville, Virginia.  
 M. D. Jones, Stone Creek, Virginia.  
 R. F. Jones, Chesterfield C. H., Virginia.  
 J. W. Lancaster, R. 2, Farmville, Virginia.  
 H. D. Lemon, Sassafras, Virginia.  
 N. D. Morse, South Hill, Virginia.  
 G. E. Oliver, R. 2, Crewe, Virginia.  
 A. W. Pegram, Petersburg, Virginia.  
 H. P. Reid, Holland, Virginia.  
 D. H. Smith, Lunenburg C. H., Virginia.  
 W. H. Walton, Powhatan, Virginia.  
 R. E. F. Washington, Roxbury, Virginia.  
 W. H. Williamson, Franklin, Virginia.  
 J. F. Wilson, Keysville, Virginia.  
 Ethel Lewis Banks, Louisa, Virginia.  
 Rachel Carter, Amherst, Virginia.  
 Youtha B. Flagg, Lynchburg, Virginia.  
 Sallie V. Smith, Massie's Hill, Virginia.  
 Marion Sydnor, South Boston, Virginia.  
 Thelma Tonkins, Ashland, Virginia.





FARMERS OF THE SOUTH SUSTAIN HEAVY LOSSES EACH YEAR DUE TO LACK OF PROPER TERRACING AND DRAINAGE OF THEIR FARMS. THE PICTURE SHOWS A CLASS IN TERRACING LAYING OUT A TERRACING SYSTEM



LIST OF AGENTS ATTENDING PRAIRIE VIEW SCHOOL

H. S. Estelle, Prairie View, Texas  
Mrs. P. L. Lister, Corsicana, Texas  
Mrs. C. H. B. Meek, Marshall, Texas  
Mrs. L. W. Ragsdale, Jacksonville, Texas  
Mrs. Dora Brown, Groesbeck, Texas  
Miss L. L. Jackson, Victoria, Texas  
Mrs. I. W. Rowan, Nacogdoches, Texas  
Mrs. B. L. Wilson, Hempstead, Texas  
Cleo Kilpatrick, Hempstead, Texas  
Mrs. M. C. Mason, Palestine, Texas  
Mrs. Mary N. Briggs, Henderson, Texas  
Lucille Christian, Smithville, Texas  
Mrs. Birdie C. P. Coleman, Prairie View, Texas  
Mrs. C. P. Washington, Bay City, Texas  
Mrs. L. G. Smith, Giddings, Texas  
Mrs. P. D. Wilson, Hempstead, Texas  
Mrs. L. E. Harrison, Seguin, Texas  
Miss Annie Lois Hall, Henderson, Texas  
Mrs. J. M. Campbell, Conroe, Texas  
Mrs. M. E. Bledsoe, Crockett, Texas  
Mrs. C. J. H. Hall, Angleton, Texas  
Mrs. I. R. Sanders, Palestine, Texas  
Miss M. A. Brown, Groesbeck, Texas  
Mrs. B. B. Savannah, Tyler, Texas  
Mrs. R. T. Jackson, Victoria, Texas  
Mrs. J. O. Conner, Waco, Texas  
Mrs. A. G. Hall, Houston, Texas  
Miss H. D. Dirden, Shepherd, Texas  
Mrs. I. O. Hodges, Dallas, Texas  
Miss M. O. Graves, Navasto, Texas  
D. N. Smith, Palestine, Texas  
H. C. Langrum, Crockett, Texas  
J. M. Lusk, Brenham, Texas  
W. H. Isaacs, Oakland, Texas  
H. L. Brown, Henderson, Texas  
J. C. Bradford, Alto, Texas  
H. K. Hornsberry, Bryan, Texas  
L. G. Luper, Houston, Texas

J. D. Mayo, Seguin, Texas  
W. H. Phillips, Corsicana, Texas  
S. M. Merriweather, Groesbeck, Texas  
P. J. Rowe, Teague, Texas  
Jesse Wilson, Hempstead, Texas  
J. H. Williams, Cameron, Texas  
G. M. Roligan, Beaumont, Texas  
B. F. Hudson, Texarkana, Texas  
S. T. Toney, Nacogdoches, Texas  
F. D. Roland, Marshall, Texas  
W. H. Hicks, Gilmer, Texas  
James C. Coger, Prairie View, Texas  
J. W. Smith, Giddings, Texas  
J. V. Smith, Waco, Texas  
C. A. Walton, Dallas, Texas

J. E. Taylor, Langston, Oklahoma  
Mrs. Lula B. McCain, Boley, Oklahoma  
Mrs. A. D. Anderson, Okmulgee, Oklahoma  
Mrs. Saide Mapp Winston, Muskogee, Oklahoma  
Ruby Washington, Chandler, Oklahoma  
Mrs. L. E. Spears, Bristow, Oklahoma  
C. E. Jackson, Boley, Oklahoma  
T. D. Spears, Bristow, Oklahoma  
T. H. Black, Jr., Chandler, Oklahoma  
L. W. Presley, Eufaula, Oklahoma  
A. H. Fuhr, Muskogee, Oklahoma  
J. M. Watlington, Okmulgee, Oklahoma  
J. G. Floyd, Wewoka, Oklahoma  
B. T. Robinson, Luther, Oklahoma

Eugenia Wood, Tallulah, Louisiana  
Stazzie Hudson, Trout, Louisiana  
Mrs. J. Griffin, Lake Providence, Louisiana  
Valley C. Jordan, Gibsonville, Louisiana  
Mrs. Rachel Moore, Shreveport, Louisiana  
F. B. Bottom, Grambling, Louisiana  
S. W. Jones, Shreveport, Louisiana  
O. M. Amacker, Scotlandville, Louisiana  
Noah Strong, Homer, Louisiana  
Charlie Thompson, Gibensland, Louisiana

J. R. Thornton, Clinton, Louisiana  
Myrtis A. Magee, Brenham, Louisiana  
W. W. Solete, Opelousas, Louisiana  
J. E. Ringgold, St. Francisville, Louisiana  
Katie Smith, Brenham, Louisiana  
B. T. Crawford

LIST OF AGENTS ATTENDING NASHVILLE SCHOOL

J. T. Alexander, Montgomery, Alabama  
John D. Barnes, Clinton, Alabama  
L. V. Battle, Prattville, Alabama  
S. M. Blout, Union Springs, Alabama  
L. Catherine Boggus, Courtland, Alabama  
A. M. Boynton, Montgomery, Alabama  
S. W. Boynton, Salem, Alabama  
T. W. Bridges, Albany, Alabama  
P. J. Brown, Gallion, Alabama  
D. E. Bryant, Grove Hill, Alabama  
David D. Crawford, Dadeville, Alabama  
Laura R. Daly, Tuskegee Institute, Alabama  
E. C. Dobbs, Tuskegee Institute, Alabama  
U. G. Garrett, Courtland, Alabama  
Mrs. C. A. Gee, Albany, Alabama  
Walter T. Gravitt, Normal, Alabama  
Luella Hanna, Tuskegee Institute, Alabama  
Aringia A. Hicks, Grove Hill, Alabama  
B. F. Hill, Athens, Alabama  
Worthy Hughes, Prattville, Alabama  
Mrs. W. K. Hunter, Snowhill, Alabama  
John T. Jarmon, Clayton, Alabama  
John B. Jordon, Evergreen, Alabama  
Edith I. Key, Calhoun, Alabama  
H. D. King, Clayton, Alabama  
Junious A. Kitchens, Opelika, Alabama  
N. Kollock, Tuskegee Institute, Alabama  
Ella Belle McKissack, Athens, Alabama  
A. I. Platts, Selma, Alabama  
B. T. Pompey, Tuskegee Institute, Alabama  
Charles Sampson, Whitfield, Alabama  
Wm. E. Street, Snowhill, Alabama



Robt. T. Thurston, Tuskegee Institute, Alabama  
V. C. Turner, Tuskegee Institute, Alabama  
Lucy Mae Upshaw, Normal, Alabama  
Gussie M. Williams, Opelika, Alabama

E. D. Ray, Little Rock, Arkansas  
Mary M. Banks, Lake Village, Arkansas  
Fannie M. Boone, Mariana, Arkansas  
Lugenia E. Christmas, Kingsland, Arkansas  
Clifford Epps, Little Rock, Arkansas  
Cassa L. Hamilton, Clarendon, Arkansas  
Christopher C. Haraway, Little Rock, Arkansas  
Wm. Harris, Helena, Arkansas  
Mary J. McCain, Osceola, Arkansas  
Hilary B. Mitchell, Texarkana, Arkansas  
Carrie W. Moore, Helena, Arkansas  
Ella Mae Parker, Little Rock, Arkansas  
Sidney J. Phillips, Pine Bluff, Arkansas  
H. C. Ray, Little Rock, Arkansas  
Mary Lee Ray, Little Rock, Arkansas  
J. D. Rice, Plumerville, Arkansas  
Dorothea E. Smith, Pine Bluff, Arkansas  
Elijah Thompson, Osceola, Arkansas  
Jennie Lou Woodard, Little Rock, Arkansas

Amanda M. Ammons, Aberdeen, Mississippi  
Beatrice Childress, Clarksdale, Mississippi  
Mabel R. Clopton, Macon, Mississippi  
Lessye Lee Davis, Holly Springs, Mississippi  
Helen M. Hewlett, Gulfport, Mississippi  
Mary Lee Jones, Greenville, Mississippi  
Virlie M. Lindsay, Hattiesburg, Mississippi  
Louise A. Minter, Indianola, Mississippi  
Alice C. Oliver, Clarksdale, Mississippi  
Flora Dawson Parrish, Canton, Mississippi  
Grace V. Perryman, Louisville, Mississippi  
Bessie Rainey, Greenwood, Mississippi  
Grace G. Sharpe, Belonzi, Mississippi  
Henrine L. Simpkins, Tupelo, Mississippi

Atlas Burnette, Lexington, Kentucky  
 Henry Allen Laine, Richmond, Kentucky  
 W. C. Williams, Hopkinsville, Kentucky  
 Willa B. Boyd, Nashville, Tennessee  
 Earline Brown, Chattanooga, Tennessee  
 R. H. Brown, Lucy, Tennessee  
 W. R. Davis, Somerville, Tennessee  
 A. M. Dobbins, Jackson, Tennessee  
 Kate B. Gresham, Nashville, Tennessee  
 Sheila Guess, Knoxville, Tennessee  
 G. W. Senter, Nashville, Tennessee  
 Bessie L. Walton, Jackson, Tennessee  
 Fred W. Banks  
 Julia Boone

The following are prospective agents attending Nashville School and do not include agents now employed:

Christine Alexander	Van Omer Dobbin	Annie B. King
H. S. Allison	T. M. Elliott	Minnie Lutz
Prudence G. Allison	Evelyn B. Foster	M. C. Merriweather
Mattie Anderson	Carrie Hall	A. S. Page
Ollie B. Anderson	Mary Hall	Isaac Y. Pinkard
Annie I. Barton	Ella Henderson	Della M. Stamps
Mattie K. Bennett	L. C. Hunter	H. L. Tolliver
John R. Branham	B. E. Jackson	Alzata C. Wallace
L. D. Britt	Bessie Jackson	Ola B. Williamson
Estelle Bullard	Willie R. James	J. L. Winzay
C. A. Cunningham	Effie Johnson	Carrie V. Young
W. S. Davis	Lula Joyce	

The courses offered at the Negro extension schools were short and confined to a few specific practical problems. Obviously it was not possible to cover a great many topics, so in order to make the instruction worth while it was essentially made very definite. The pictures following the outlines show that much of the class work was devoted to laboratory work where the agents had the advantage of taking part in the actual doing of

things. Less emphasis therefore was placed on theoretical discussions and more on the practical aspect of the instruction which is of course of most value to extension agents.

A few samples of lesson outlines are given here to show that these courses were simple and definite and dealt with content which the agents could use in their work.

### Outlines of courses.

#### DAIRY COURSE FOR EXTENSION AGENTS:

##### I. Selection of dairy breed.

1. Factors to consider: (a) predominating breed in community (b) uses to be made of products, such as home use, selling whole milk from fluid consumption; whole milk to cheese factories, cream to creameries, etc.
2. What is a good dairy cow? (a) good health (b) strong constitution (c) sufficient size to consume large quantity of rough feed (d) large producing ability, etc.
3. How to select a good cow: (a) one of proper breed conformation (b) well bred from dairy standpoint (c) advantage of purebred (d) advantage of good grades (e) choose from ancestry of known production (f) value of production records (g) importance of examining records of individual cows.
4. Practical demonstration: provide in advance individual cows of good and poor type of production for demonstration and judging purposes; this work to be done in dairy lot.

References: Farmers' Bulletins, U. S. Department of Agriculture. Breeds of Dairy Cattle, No. 1443;



Dairy Herd Improvement Associations and Stories Records Tell, No. 1604; Judging Dairy Cattle, Miscellaneous Circular 99; also state publications.

## II. Improving production through breeding.

1. Importance of pure-bred bull: (a) bred for specific purpose (b) reproduces himself rapidly (c) increases production.
2. What is a pure-bred bull worth? (a) to individual—data showing increase on individual low producing cows (b) to community—data showing increase in individual production for community.
3. How to secure the pure-bred bulls: (a) individually (b) collectively through bull clubs, bull associations, and through scrub bull eradication campaigns.
4. Selection of a pure-bred bull: (a) importance of extended pedigree, registration papers, etc. (b) proper type, conformation, etc. (c) practical demonstration—provide in advance individual bulls of good and poor type for demonstration and judging this work to be done in the dairy lot.

References: Farmers' Bulletins, U. S. Department of Agriculture. Care and Management of Dairy Bulls, No. 1412; Breeds of Dairy Cattle, No. 1443; Dairy Herd Improvement Through Co-operative Bull Associations, No. 1532; Judging Dairy Cattle, Miscellaneous Circular 99; Proved Dairy Sires, Circular No. 3; Leaflets: Pure-bred Dairy Sires, No. 16, Pure-bred Dairy Sire Introduction, Circular No. 6; also state publications.

### III. Feeding the dairy cow.

1. Importance of proper feeding: (a) must have abundance of feed for economic production (b) pasture first fundamental (c) what is a good pasture? (d) why adequate supply of legume hay is necessary (e) proper grain mixtures (f) farm grown grains basis (g) how to feed grain.
2. Practical demonstration: provide in advance necessary feeding materials, including hay, bran, cotton-seed meal, grain, etc. for demonstration purposes in balancing a suitable ration for dairy cow.

References: Farmers' Bulletin, U. S. Department of Agriculture. Feeding Dairy Cows, No. 743; Feeding Dairy Cows in Summer, U. S. D. A. Leaflet No. 7; Legumes for Dairy Cows, U. S. D. A. Leaflet; also state publications.

### IV. Sanitation in the production of clean milk.

1. Importance of clean milk: (a) one of the best and chief foods (b) cleanliness necessary to protect health.
2. Factors in production of clean milk: (a) clean, healthy cows; clean utensils and clean milkers; (b) brushing and cleaning cows (c) care and washing of utensils (d) sanitary barns and yards (e) proper care and handling of milk.
3. Practical demonstration: provide in advance two cows; groom one properly for milking and have the other ungroomed; provide the necessary milking utensils and demonstrate the important steps necessary to sanitary milk production.

### V. Butter and cottage cheese making.

1. What constitutes good butter? Essentials for

making good butter: (a) clean, wholesome cream (b) proper utensils, such as churns, printer paddles, etc. (c) right methods such as proper temperature, stopping churn at right time, adequate washing, salting, working, and proper packing.

2. What constitutes good cottage cheese? Essentials: (a) good quality of skim milk (b) correct temperature for setting (c) proper draining, salting, working, and packing.
3. Practical demonstration: provide the necessary materials and equipment and demonstrate modern methods of making good butter and cottage cheese.

References: Farmers' Bulletins, U. S. D. A. Farm Butter Making, No. 876; Cottage Cheese Making No. 1451; Making and Storing Farm Butter for Winter Use, U. S. D. A. Leaflet No. 9; also all state publications on these subjects.

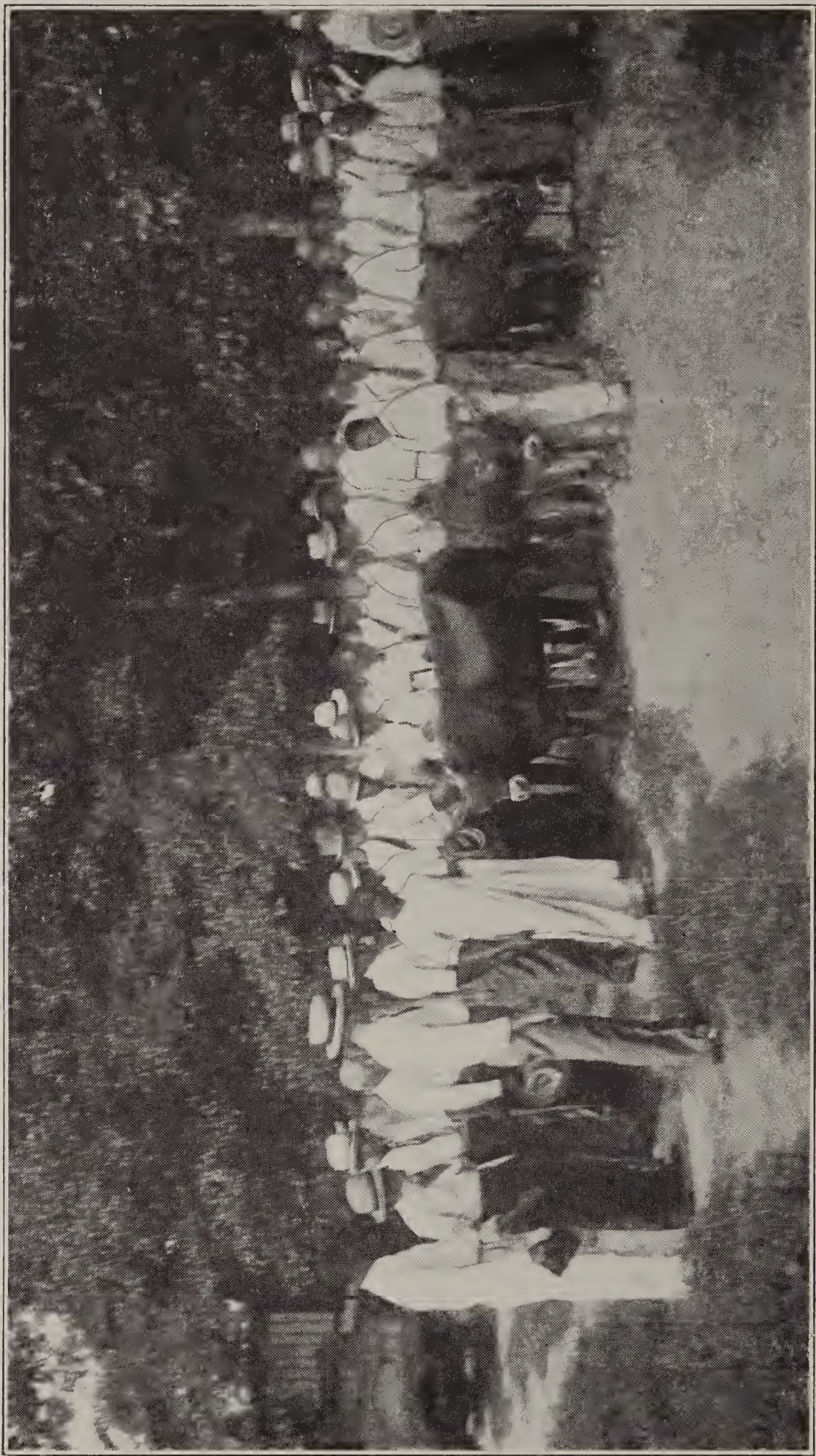
## VI. Marketing dairy products.

1. What are the available markets? (a) family table (b) local creamery (c) cheese factories, etc. (d) fluid milk (e) buttermilk (f) butter and cottage cheese.
2. Requirements of different markets: (a) local creamery—requires cream separator and delivery about three times a week (b) skim milk to poultry, hogs, and calves (c) cheese factory—daily delivery of whole milk, feeding whey to hogs (d) fluid milk—daily delivery either wholesale in cans or retail in bottles (e) buttermilk—sold in bottles, cans, etc. (f) butter and cottage cheese—sold in pound prints or in small cartons; comparative returns of each method.



3. Practical demonstration: provide necessary materials and equipment and demonstrate modern methods of marketing dairy products. Visit a nearby creamery, cheese factory, etc., if available, to observe and study different methods of handling dairy products.
4. Exhibits: provide equipment necessary to handle the different products that go to those various places, such as separators, coolers, churns, cans, bottles, butter cartons, cottage cheese containers, strainers, etc.





CLASS IN HOME DAIRYING JUDGING CATTLE





BUTTER MAKING BY CLASS IN HOME DAIRYING



## OUTLINE OF COURSE IN POULTRY PRODUCTION

1. Standard breeds and varieties; general purpose breeds best suited for the home and the farms of the Southern condition; comparison of breeds and varieties for egg and meat production. Selection: selecting best type of birds for the home and the farm—by general confirmation and actual handling of the birds.

Practical work in school plant; reference: F. B. No. 1040; Poultry Breeding by James Dryden—P. 272.

2. Breeding selection and mating birds; principles of breeding for flock improvement; by introduction of P B cock birds; to increase the farm flock production, better confirmation, health, and vigor; make comparison of the nearby farms; compare the school flock with the home flock; write comparative conclusion of what should be done in your home community. Reference: Dryden P. 61-62; F. B. 1040; L. H. Bailey P. 152.
3. Incubation and selecting eggs for hatching; natural and artificial incubation; how to operate the machine under home and farm conditions to obtain best results with large hatch and healthy chicks; common-sense way to set a hen and the testing eggs under rural conditions; detail features of incubator; operate machine, oil and clean the lamp; turn the eggs, observe and record temperature and humidity of machine; class will actually do the work as far as possible.
4. Feeding and caring for baby chicks; farm fowls; feeding the home made ration; commercial ration—compare cost; make home ration and compare with commercial ration; body requirements of baby chicks,

growing chick, laying hen; function of the digestive system; feed required for growth and heavy egg production; best methods for producing broilers and early pullets to maturity.

Class study feed formula for baby chicks, growing chicks, and the laying flock.

Reference: Poultry production, Lippincott P. 251-465; F. B. 287, P. 21; F. B. 1040, P. 19.

5. Culling: why, when, and how: class to know the points to look in determining the poor layer from the good producer. Reference: F. B. 1040 and 287; Dryden P. 272. Practical work to be done in school plant—verify points—compare the birds culled with home and community flock; locate place for laying house; outline the type of house best suited for the place; make a comparison with home and community house.

Make survey of houses in the community; compare these houses with the home house; house built with essentials in view; expense, ample room for birds with comfort, health, sanitation in the house, feeding troughs, drinking fountains and ranges.

Class to construct simple pieces of equipment, for house and yards.

Reference: House Construction F. B. 574—Brooder Coops; F. B. 1107—House Construction; L. H. Bailey P. 96-100-142-221.

6. Common diseases of poultry; the practice of prevention rather than curing the bird; internal and external parasites; mites in the house nests and roosts; lice on the bird; their prevention and treatment.

Class to do some practical work in dusting; applying various treatments.

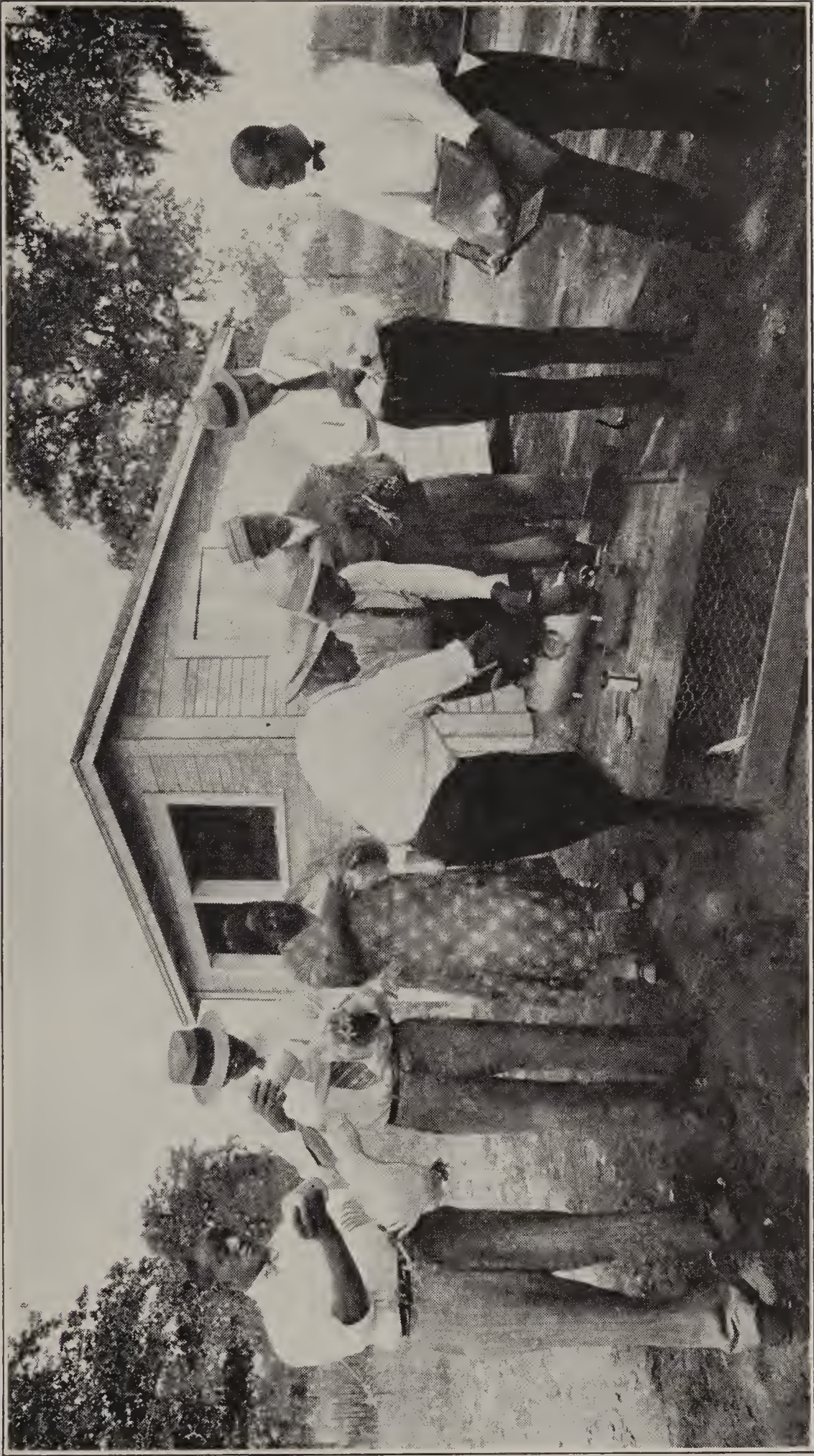
Making notes of the process.





CLASS IN POULTRY JUDGING.





CLASS STUDYING POULTRY INSECTS CONTROL



# FOOD CONSERVATION

## ROSENWALD SCHOOL FOR LOCAL DEMONSTRATION AGENTS SUGGESTIVE OUTLINE

### FIRST PERIOD

#### THE CANNING BUDGET FOR HEALTH AND ECONOMY

- To supplement the all-year garden
- To provide greater variety in the family diet
- To save surplus from fields, gardens, and orchards
- To save money

#### PRINCIPLES OF CANNING

- Causes of spoilage and how to combat same
- Methods of preserving—(sterilizing by heat, drying, brining, smoking, etc.)

#### METHODS AND EQUIPMENT

- Utensils for preparation of foods for canning
- Utensils for pre-cooking
- Canners—(hot water and pressure cookers)
- Containers—(jars, cans)
- Testing equipment

#### CANNING FRUITS, FRUIT JUICES, TOMATOES, AND TOMATO PRODUCTS

Syrup and 4-H mixture, grading, sorting, pre-cooking, if necessary; packing, exhausting, processing, testing seal, storing.

Students will can berries—blueberries, blackberries or raspberries, rhubarb, peaches, pears, plums, figs, tomatoes; plain canned, pure, and at least two simple satisfactory relishes, green tomato soy or relish, and chili sauce; grapes, plums, or berries for fruit juices, using resulting pomace or pulp for a butter or “spread” at next laboratory period.

### SECOND PERIOD

#### CANNING OF VEGETABLES—(Using Steam Pressure Cooker)

Soup mixture, corn, snap beans, beets and one salad.

Students will complete process of making tomato puree, chili sauce, and the green tomato soy begun in the first laboratory period, as well as to make a jam, butter, or “spread” from the pulp left over from the fruit juices.

### THIRD PERIOD

#### DEMONSTRATION

Meat canning

Drying and dried products

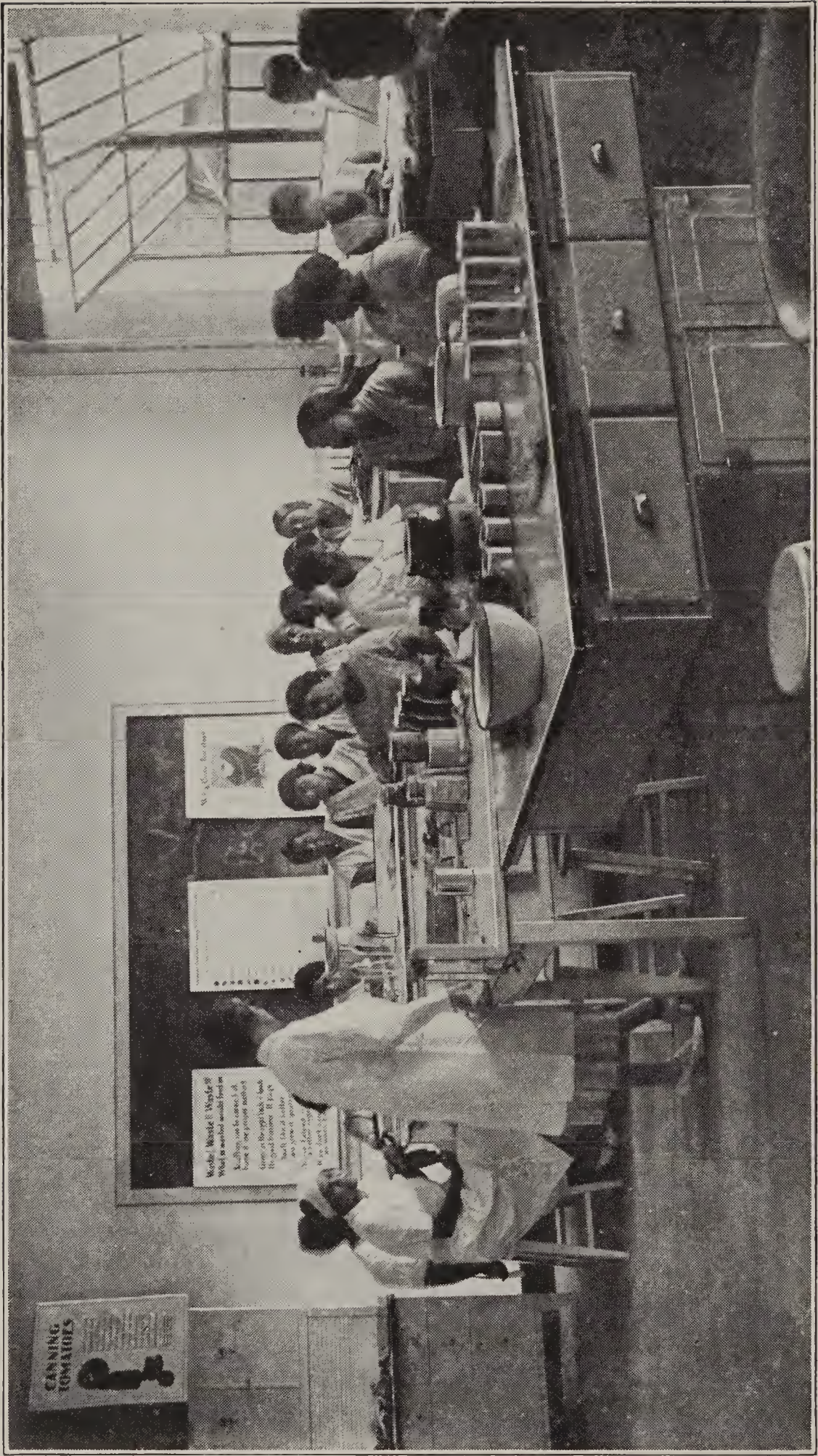
Brining and kraut making

Discussion of fancy packs of fruits and vegetables

Final criticism of all canning done.

#### WRITTEN EXAMINATION





DEMONSTRATION IN CANNING TOMATOES. CLASS IN FOOD CONSERVATION.



# COURSE IN MARKETING FOR NEGRO SUMMER SCHOOLS

AT NASHVILLE, TENNESSEE  
and

ORANGEBURG, SOUTH CAROLINA

## I. QUALITY HOME PRODUCTS FOUNDATION FOR QUALITY MARKETABLE PRODUCTS:

- A. Production and consumption of products for family needs first
- B. Preservation—canning the surplus fruits and vegetables
- C. Follow the standard receipt only—improve quality of home canned products
- D. Cleanliness—orderliness

ONION PICKLE

WATERMELON PRODUCTS

FRUIT JUICES

## II. DEMONSTRATION: Selecting, Grading, and Preparing Fresh Fruits and Vegetables for Market

- A. Grading fresh products
- B. Baskets, containers, etc.
- C. Packing
- D. Displaying products

## III. DEMONSTRATION: Selecting, Grading and Preparing Home Products for Market

- A. Eggs
- B. Dressed poultry
- C. Fresh meats
- D. Canned meats

## IV. DEMONSTRATION: Producing Quality Dairy Products

- A. Improve quality of cream
- B. Cream route
- C. Improve quality of butter
- D. Cottage cheese demonstration

## V. DEMONSTRATION: Miscellaneous

- A. Laundering
- B. Catering
- C. Housecleaning
- D. Basket making
- E. Chair caning
- F. Flowers—strawflowers
- G. Linens—mats, rugs

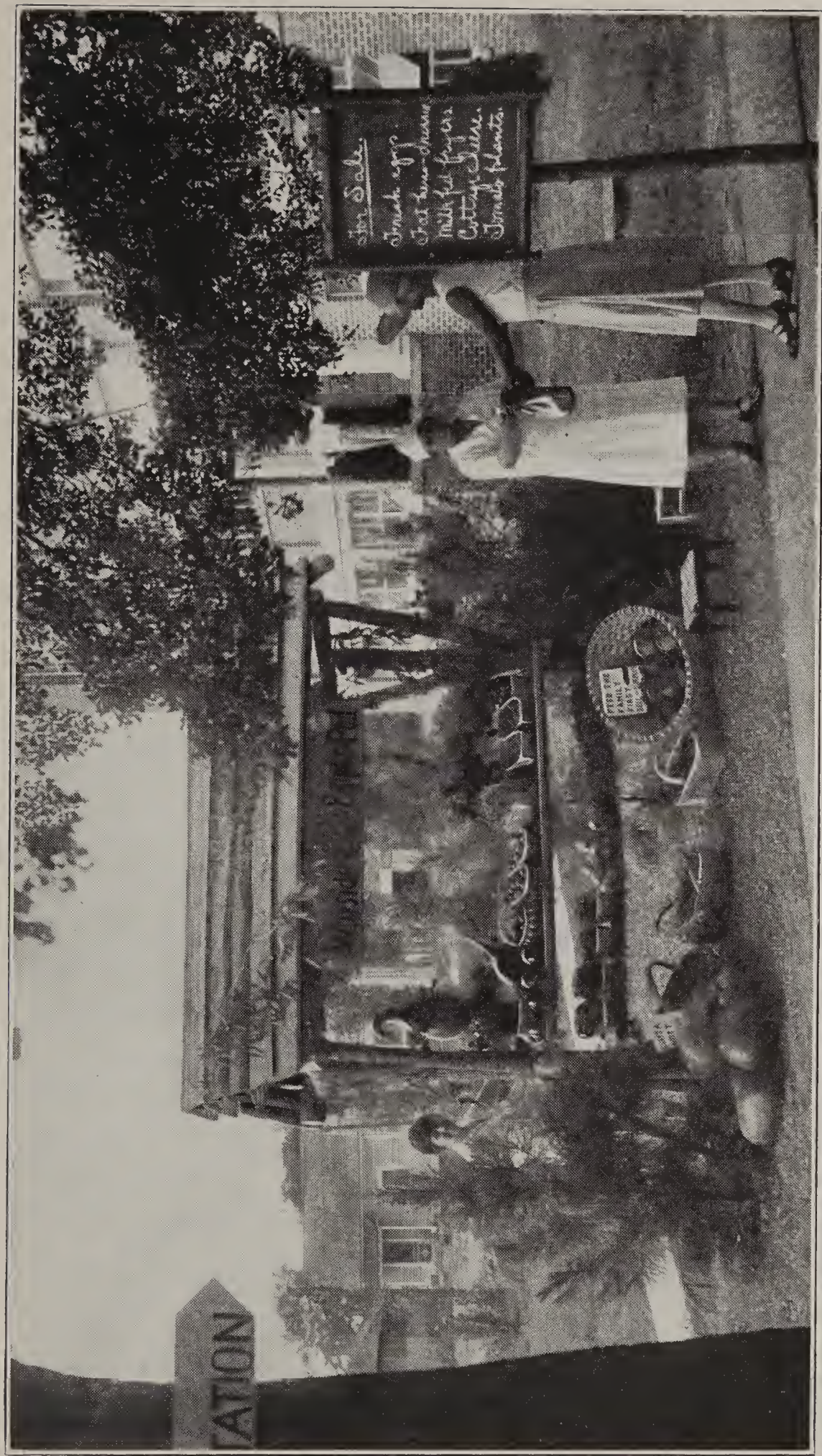
## VI. ROADSIDE MARKETS

- A. Location
- B. Structure—shape
  - 1. Attractive in form
  - 2. Attractive in planting
  - 3. Attractive because of cleanliness and orderliness
  - 4. Attractive in display methods
  - 5. Signs, placards, etc.
- C. Products offered for sale
  - 1. Staple Home Products
    - a. home canned products
    - b. fresh dairy, poultry, and vegetables
    - c. textiles
  - 2. Special features
    - a. barbecue
    - b. chicken tamales
    - c. cakes, cookies, etc.
    - d. candies

## D. Sales Methods and Account Systems

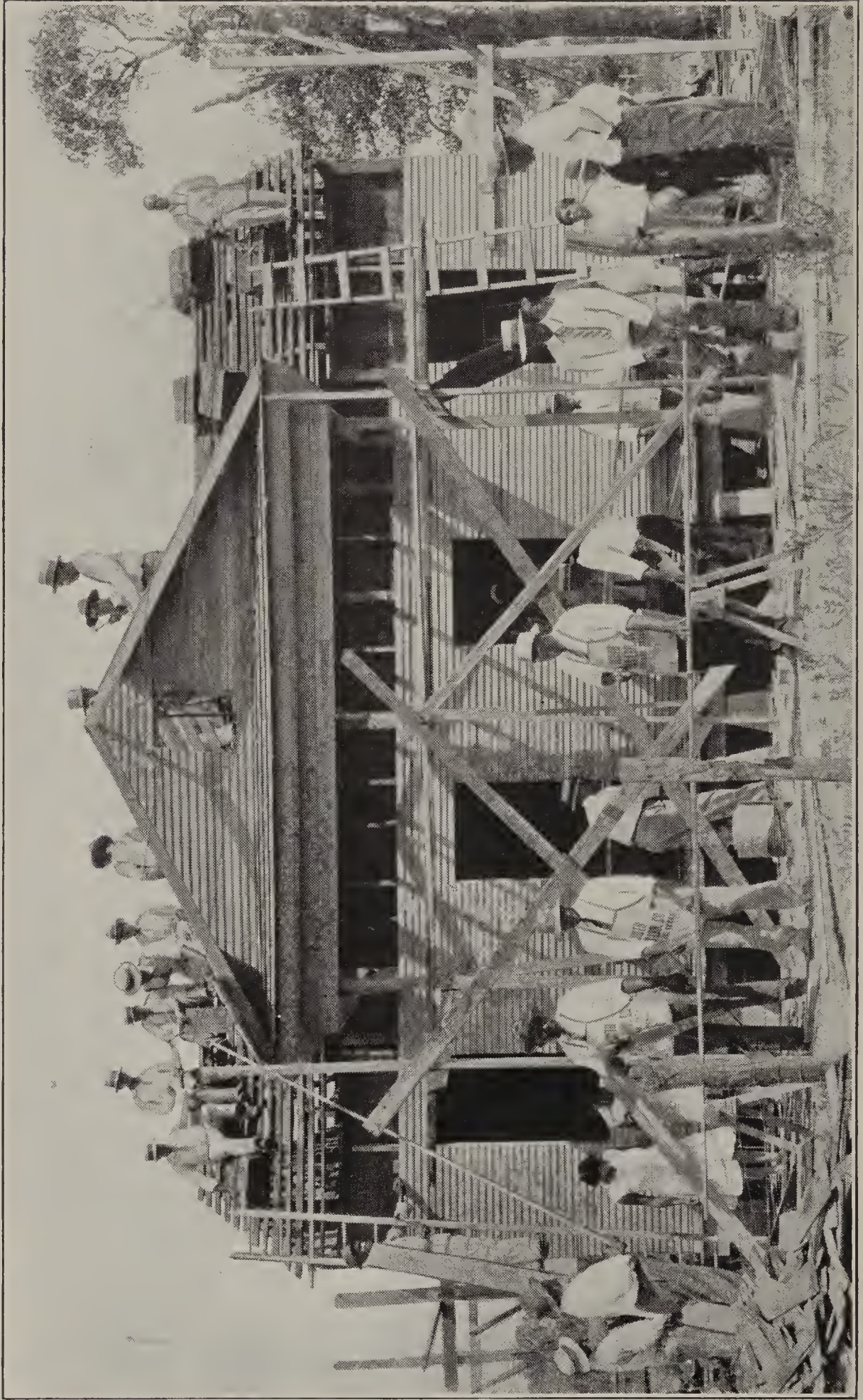
### DEMONSTRATION





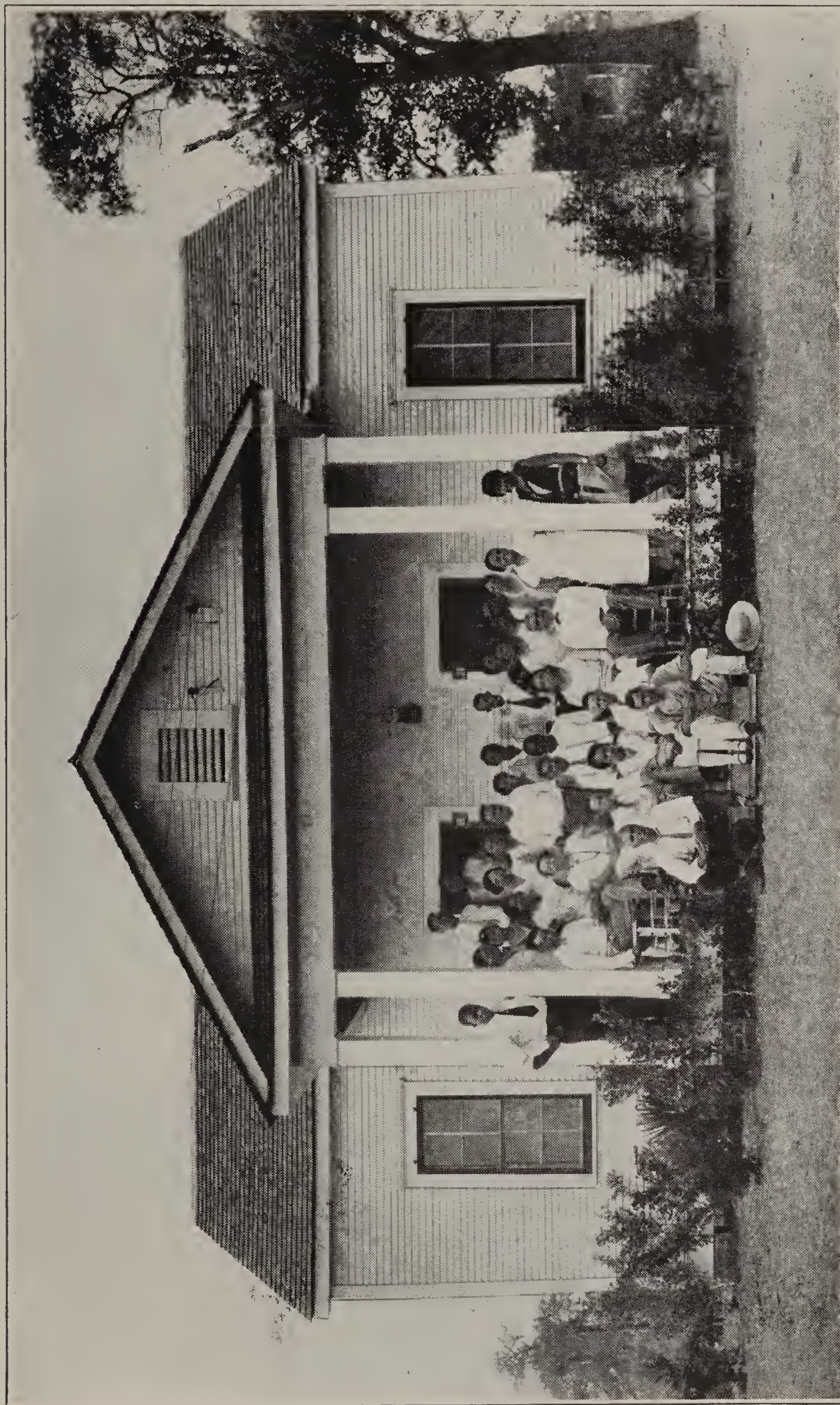
ROADSIDE MARKET CONSTRUCTED AND OPERATED IN CONNECTION WITH THE EXTENSION SCHOOL, ORANGEBURG, S. C.





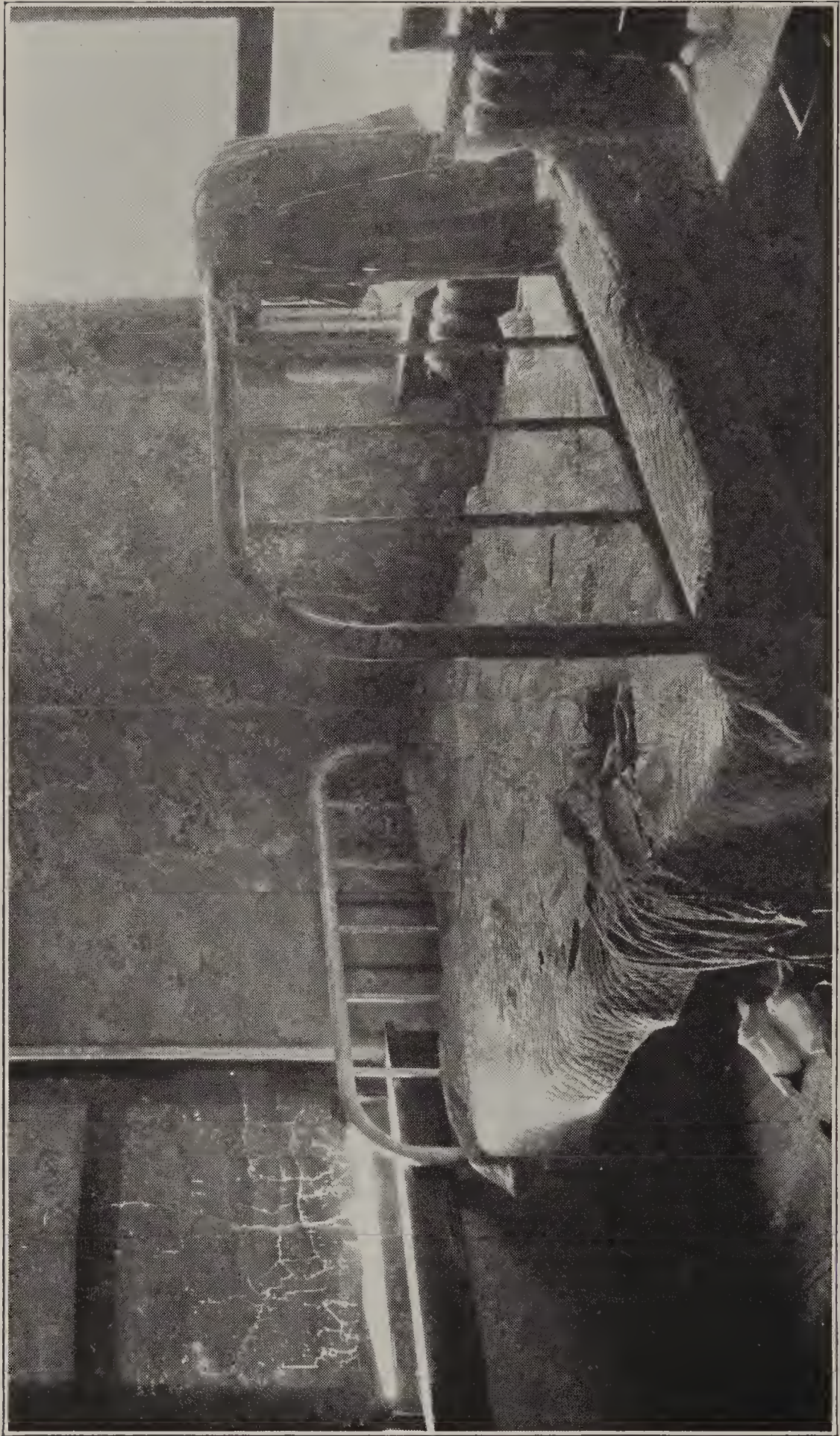
REPAIRING AN OLD HOUSE IN THE HOME IMPROVEMENT PROJECT





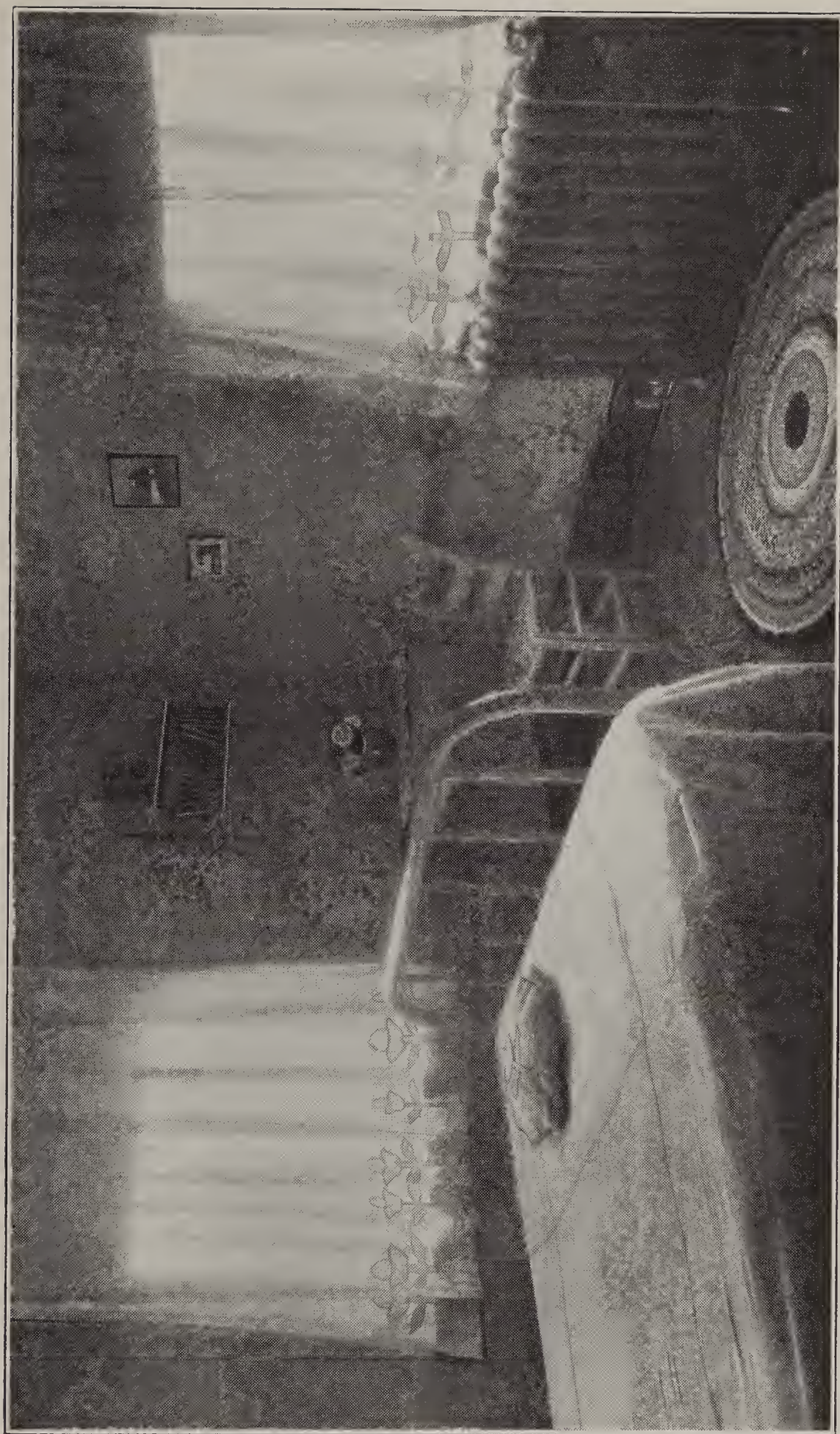
EXTENSION AGENTS' HOUSE PROJECT—COMPLETE





STUDENT'S ROOM IN GIRLS DORMITORY





SHOWING THE SAME ROOM REMODELED IN THE HOME IMPROVEMENT PROJECT



## STATEMENTS OF SOME OF THE VISITORS AT THE EXTENSION SCHOOLS

J. R. E. LEE, President  
Florida Agricultural and Mechanical College  
Tallahassee, Florida

August 10-11, 1930.

"I want to see in my State," President Lee said, "extension agents who are wide awake; men who are willing to forget themselves and place their jobs above themselves; willing to consecrate themselves to the cause of extension work. If you agents make good here, by and by, we will gain the attention of these great foundations, the local and state officials, so that your interests will not be divided. Throw yourselves into the work. Be loyal to your organization and we will not have to fear about the future."

Z. T. HUBERT, President  
Langston University, Langston, Oklahoma

August 20, 1930.

"You will mean more to this work if you are going to use the knowledge gained here. I am an agricultural man and I know your problems. I want to know what all our schools are doing for the production side of life. If you are going to amount to anything as a race you must be a producer."

J. A. EVANS, Associate Chief  
Office of Cooperative Extension Work  
United States Department of Agriculture

Speaking before the group of agents at Prairie View, Texas, Mr. Evans said:

"I can't tell you how delighted I am to get the reports of the progress of these schools, and I am pleased to say that this is my first opportunity to look in on one. I am proud they are a success.

"I also know the sacrifices you have made to be here. There are some 300 Negro county and home demonstration agents, and what I want to see right now is some help for them to do better work and be competent to receive in the future better salaries.

"Extension agents must have new scientific and professional facts which they need in their work. They must have some sort of chance to get specific, definite, subject-matter training.



“I hope that those connected with the Rosenwald Fund will be so inspired with the way in which these funds are spent that they will make it an annual affair.”

ARTHUR RAPER  
Field Agent of the Interracial Commission,  
Atlanta, Georgia

August 7, 1930.

Mr. Raper presented the following facts to support the statement that Negro land ownership is of importance:

First, the Negro land owner has a larger gross income than tenants or renters. Negro land owners have a gross income per year of \$620.00, tenants \$555.00, average share renter \$431.00, cropper \$341.00, and laborer \$145.00.

Second, the Negro land owners have better houses and better equipped houses.

Third, the death rate of Negro land owners' children is not as high as that of tenants and renters.

Fourth, Negro land owners have control of their time and therefore have opportunity to develop their own initiative.

Fifth, Negro land ownership is important to the white man because the Negro land owner is generally a better citizen.

Sixth, Negro land ownership is important to the white people because it provides an extra market for land.

Seventh, Negro land ownership is important to the white man because the rural white owner means a better Negro neighbor directly and indirectly.

Eighth, Negro land ownership is important to the South because it is an economic asset. He produces more and consumes more.

Ninth, Negro land ownership provides an economic motive for a people but two generations removed from slavery.

J. M. GANDY, President  
Virginia State College for Negroes,  
Petersburg, Virginia

“I meant to refer to three or four needs of Negro people. It matters not whether they are on the farm, whether they are teachers, or whatever they are. One of the first great needs is an attitude of thrift. Thrift involves two things—saving power and earning power

“I do not agree with a large number of people who are telling people or advising them to leave the country. I believe the future of the Negro is not in the city, but in the rural districts. The workers of the soil will eventually become the owners of the soil. In no city of the South do we find Negroes as leaders of industry.”

## EFFECT OF THIS TRAINING ON THE EFFICIENCY OF NEGRO EXTENSION WORK AND IN THE IMPROVEMENT OF NEGRO FARM LIFE

When the Congress of the United States enacted the Smith-Lever Law in 1914, which made possible a national system of extension work in agriculture and home economics, no provision was made to establish programs of training for prospective agents. Neither were there any federal or state funds made available for this purpose. Presumably it was thought that the regular curricula of the land-grant institutions in agriculture and home economics, in the related sciences, and the humanities, would suffice for the needs of those who were preparing to enter extension work after graduation. The regular agricultural college curricula have been the main source of training for extension agents.

As regards the white land-grant institutions this arrangement has functioned reasonably well because of better equipment and more thoroughly trained teaching personnel. In recent years some twenty odd of the white institutions have formulated special training courses for extension workers. In most instances however these courses are limited to extension methods, organization and policy, or some similar terminology, that relate to the way extension work is carried on. In more recent years such institutions as Cornell University, the University of Wisconsin, the University of Minnesota, the Georgia State College of Agriculture, the Oregon Argi-



cultural College, the Oklahoma Agricultural and Mechanical College, and a few others have organized special training courses for extension workers in service and also for prospective extension workers. These courses cover a great deal more detail than similar courses offered formerly. The attitude of these institutions in this movement shows conclusively that there is felt a need on the part of extension workers for a system of training that better prepares them for their work. Extension work is essentially a method of teaching, and those charged with the responsibility of counseling and advising with farmers or farm home makers concerning a great variety of problems need as much training in subject matter technique and methods of doing their work as those working in other fields.

Extension Service Circular of 1927 giving opinions of about three hundred white extension workers distributed in different sections of the country shows that over 95 per cent feel that they needed further training in order to do their work more effectively. As regards the Negro extension workers the situation is even far more serious. Until comparatively recently the Negro land-grant colleges were very little better, if at all, than high schools. Fortunately there has been considerable improvement in raising the standard of Negro land-grant colleges in recent years. It is true, however, that many of the present corps of Negro agents attended or graduated from Negro agricultural colleges when there was very little offered in either agriculture or home economics. Those Negro agents who have come into service in more recent years, or the earlier ones who were fortunate enough to attend northern agricultural colleges, have naturally fared better in this regard.

In view of these facts it would seem that a course of instruction of a few weeks' duration in technical subject matter and also in certain professional courses that have a close relation to the field of extension work, extending over a period of two or three years, would result in greater efficiency among Negro extension workers. This opportunity for intensive study that relates closely to extension problems and methods of organizing communities and how to make the work function better could not help but inspire the agents with new determination and zeal for greater efficiency. The extension service is so definitely interlinked with the farm and the farm home that an efficient program of work is certain to result in greater prosperity and a higher standard of living among Negro farmers.

One could not have observed the work carried on at these extension schools without gaining full assurance that these agents were responsive and appreciative of this unusual opportunity extended them by the Rosenwald Fund, the state and federal extension services, and the private agencies, to prepare themselves for more useful and efficient service. Beyond any question of doubt this is the most significant movement ever inaugurated to give Negro extension agents a comprehensive program of training for their work. Obviously it is too early to forecast or even to attempt to estimate the ultimate value of these schools to the whole field of Negro extension work. However, it can be safely assumed that this movement, if continued a little further, is fruitful of unlimited possibilities in the improvement of living conditions among Negroes on the farm and in bringing to them a new conception of the vast opportunities that lie before them in farming and in agricultural pursuits.



In conclusion therefore it would seem that the effect of this kind of training on Negro extension agents would result in (1) a better appreciation and a clearer vision of their opportunities and obligations to render a needed service to their counties (2) a recognition of the fact that this kind of training not previously offered in any form was based on the problem method of attack similar to the actual situations the agents will meet in the field (3) a determination to develop fuller programs and to motivate their teachings on a functional basis for immediate results (4) the development of a consciousness on the part of the agencies supporting the work that efficient Negro extension agents are not only worth while but indispensable to Negro welfare.

It would be difficult to evaluate properly the worth of a well trained, efficient, and progressive Negro extension agent on Negro life. The Negro agent is a trained, practical advisor for all the Negroes in the county. The Negro agent's influence in stabilizing social conditions among Negroes in general is far-reaching. The services of the Negro agent tend to make Negroes more prosperous, happy, and contented because they work in close cooperation with all other progressive movements to improve farming, and farm home making, and rural life in general.

An efficiently trained personnel in Negro extension work, that functions through an orderly program based on the fundamental problems of Negro rural life, is one of the significant needs in present day Negro education. Full recognition of this fact should impress upon all the importance of agriculture and home economics in a state program of Negro education and, incidentally place a new emphasis on the responsibilities of Negro land-grant institutions in training adequate leadership for these two lines of work.

The following is a list of special lecturers who participated in the programs of the extension schools for Negro county and home demonstration agents at Orangeburg, South Carolina; Nashville, Tennessee; and Prairie View, Texas.

MR. GEORGE R. ARTHUR, Julius Rosenwald Fund, Chicago, Illinois.  
PRES. W. R. BANKS, Prairie View State Normal & Industrial College,  
Prairie View, Texas.

DR. JOHN D. BLACK, Prof. of Economics, Harvard University,  
Cambridge, Mass.

MR. C. L. CHAMBERS, Extension Service, U. S. Department of Agriculture, Washington, D. C.

MR. B. B. DERRICK, Federal Farm Board, Washington, D. C.

MR. J. A. EVANS, Associate Chief, Office of Cooperative Extension  
Work, U. S. Department of Agriculture, Washington, D. C.

PRES. J. M. GANDY, Virginia State College for Negroes, Ettrick, Va.

MR. A. B. GRAHAM, Extension Service, U. S. Department of Agriculture, Washington, D. C.

PRES. W. J. HALE, Tennessee A. and I. State College, Nashville, Tenn.

PRES. B. F. HUBERT, Georgia State Industrial College, Savannah, Ga.

PRES. Z. T. HUBERT, Agricultural and Normal University, Langston,  
Okla.

PRES. J. R. E. LEE, Florida A. and M. College for Negroes, Tallahassee, Florida.

MRS. OLA POWELL MALCOLM, Extension Service, U. S. Department  
of Agriculture, Washington, D. C.

MR. J. H. McCLAIN, Dairy Extension Specialist, U. S. Department  
of Agriculture, Washington, D. C.

MR. O. B. MARTIN, Director of Extension Service, College Station,  
Texas.

MR. JOHN P. MURCHISON, Howard University, Washington, D. C.

MR. ARTHUR RAPER, Interracial Commission, Atlanta, Ga.

DR. E. H. SHINN, Extension Service, U. S. Department of Agriculture, Washington, D. C.

DR. W. J. SPILLMAN, Bureau of Agricultural Economics, U. S. Department of Agriculture, Washington, D. C.

DR. V. N. VALGREN, Bureau of Agricultural Economics, U. S. Department of Agriculture, Washington, D. C.



MISS GERTRUDE WARREN, Extension Service, U. S. Department of Agriculture, Washington, D. C.

PRES. R. S. WILKINSON, A. and M. College of South Carolina, Orangeburg, S. C.

MR. W. E. WINTERMEYER, Bureau of Dairy Industry, U. S. Department of Agriculture, Washington, D. C.

The following is a list of firms that contributed to the success of the extension schools by loaning or otherwise furnishing equipment and supplies. These names were furnished by the directors of the three schools.

Aeroil Burner Company, West New York, New Jersey.  
American Dry Milk Institute, Chicago, Illinois.  
Armour and Company, Fort Worth, Texas.  
B. F. Avery and Son, Louisville, Kentucky.  
Bemis Sack Company, New Orleans, Louisiana.  
W. C. Bethea, Orangeburg, South Carolina.  
The Bickmore Company, Old Town, Maine.  
Buckeye Incubator Company, Springfield, Illinois.  
J. S. Case Company, Richmond, Virginia.  
Celotex Company, Atlanta, Georgia.  
Chase Nursery Company, Chase, Alabama.  
Clemson College, Clemson, South Carolina.  
G. E. Conkey Company, Cleveland, Ohio.  
Corsicana Ditcher Company, Dallas, Texas.  
Creamery Package Company, Atlanta, Georgia.  
H. B., Davis, Paint and Varnish Company, Baltimore, Maryland.  
Dairy Farm Supply Company, Inc., Atlanta, Georgia.  
John Deere Plow Company, Chicago, Illinois.  
The Dixie Canner Company, Roanoke, Virginia.  
International Harvester Company, Chicago, Illinois.  
Martin Ditcher Company, Owensboro, Kentucky.  
John McMamara Hardware Company, Orangeburg, S. C.  
J. W. Miller Company, Rockford, Illinois.  
The Phillips & Butteroff Company, Nashville, Tennessee.  
Reliable Incubator Company, Quincy, Illinois.  
Roger Mood, South Carolina Cotton Growers, Cooperative Marketing Association, Columbia, S. C.  
J. W. Smooks Hardware Company, Orangeburg, South Carolina.  
South Texas Lumber Company, Hempstead, Texas.  
Swift and Company, Fort Worth, Texas.  
Texas A. and M. College, College Station, Texas.  
Times and Democrat, Orangeburg, South Carolina.  
Universal Mills, Fort Worth, Texas.  
Waller Hatchery, Waller, Texas.





